



Lambs Elementary

6800 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	391 Students	
Principal	Kenneth Plaster	843-767-5900
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Below Average	Good
2006	Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

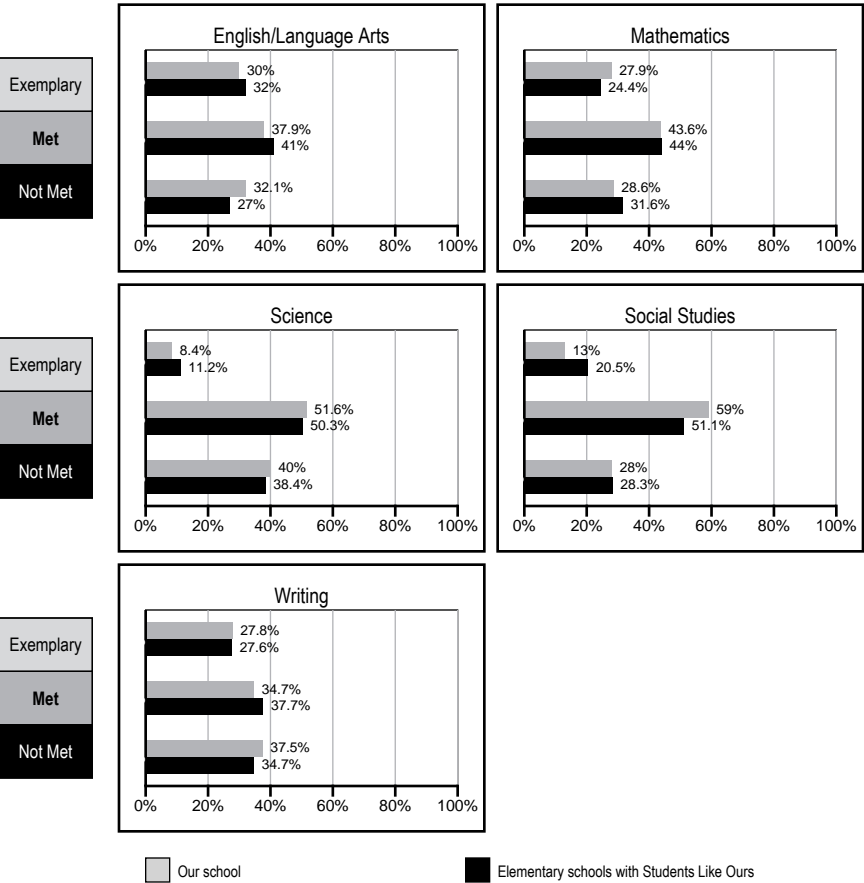
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	90	13	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=391)				
First graders who attended full-day kindergarten	100.0%	Up from 98.4%	100.0%	100.0%
Retention rate	1.8%	Down from 2.9%	2.5%	1.9%
Attendance rate	96.3%	Down from 96.5%	96.1%	96.3%
Eligible for gifted and talented	6.5%	Down from 7.0%	7.5%	10.0%
With disabilities other than speech	4.7%	Down from 6.2%	8.9%	7.7%
Older than usual for grade	0.0%	Down from 0.7%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	54.5%	Up from 53.3%	58.3%	59.4%
Continuing contract teachers	72.7%	Down from 73.3%	82.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.8%	0.0%	0.0%
Teachers returning from previous year	79.4%	Up from 78.5%	86.5%	85.9%
Teacher attendance rate	94.3%	Up from 91.2%	95.0%	95.1%
Average teacher salary*	\$46,054	Up 2.9%	\$46,808	\$47,149
Professional development days/teacher	7.0 days	Down from 14.5 days	11.8 days	11.1 days
School				
Principal's years at school	8.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 18.4 to 1	18.5 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 85.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	92.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,676	Up 9.6%	\$7,342	\$7,458
Percent of expenditures for instruction**	70.6%	Down from 72.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	66.0%	Up from 56.2%	61.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Lambs Elementary School is honored to be a Silver Palmetto Award recipient for gains in 2007-2008 PACT scores. The Charleston Plan for Excellence continues to form the foundation for our instruction. Teachers are committed to using the coherent curriculum to implement the South Carolina Standards and increase student achievement.

Lambs Elementary is a member of the Accelerated Schools Project. We know all students have the ability to learn, and it is our responsibility to identify and build on their strengths. We are dedicated to providing a safe and nurturing environment where students reach their potential and become productive learners and citizens.

Parent participation has increased this year. Our parent programs this year have been: Reading, Math and Science Nights, Parent Open House, CD, Kindergarten, and first grade parent, "Make-It-Take-it Night". Our Fall Festival was an excellent fundraiser. Spring Fling involved all of the students at Lambs. A complimentary light dinner was enjoyed by all. Several parents have also been honored as volunteers. Parents are always welcome at our school.

Student progress is monitored regularly using a variety of common assessments, which help teachers identify and support the needs of all our students:

- DRA (Developmental Reading Assessment)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
- MAP (Measures of Academic Progress)
- Dial R-3 for CD students
- Quarterly Benchmarks

Lambs implements Positive Behavior Intervention Support. Most of the faculty is CHAMPS trained. Students have enjoyed the rewards of positive behavior through our weekly incentive drawings, quarterly celebrations, and shopping at our Lambs Loot store. The suspension rate and number of discipline referrals have decreased this year.

Additional programs which address student achievement offered during the school year include:

- Project Read to improve reading and writing skills
- “Ruff to Read” program- students read to a trained therapy dog
- Reading and Math Renaissance programs
- Mentoring Readers program
- Project M3, an enrichment program for grades 3-5 in math.
- CORE Team, support for students needing interventions
- Acceleration Station, in-school tutoring session for targeted students
- Walk to Read, flexible groupings of children for Project Read instruction
- SAIL, accelerated learning for identified students
- Scripps National Spelling Bee, open to 5th graders

Janice Timko, Principal
Heather Wiker, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	36	27
Percent satisfied with learning environment	91.7%	97.2%	88.5%
Percent satisfied with social and physical environment	95.8%	91.7%	76.9%
Percent satisfied with school-home relations	87.5%	91.7%	88.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	157	100	32.1	37.9	30	77.1	84.9	82.8	Yes	Yes
Gender										
Male	83	100	36.5	36.5	27	70.3	81.8	79.3	N/A	N/A
Female	74	100	27.3	39.4	33.3	84.8	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	42	100	17.1	31.7	51.2	85.4	95.8	89.5	Yes	Yes
African American	89	100	37.8	43.2	18.9	70.3	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	23	100	45.5	27.3	27.3	81.8	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	23.5	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	50	25	25	80	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	115	100	36.5	38.5	25	74	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	157	100	28.6	43.6	27.9	76.4	81	78.9	Yes	Yes
Gender										
Male	83	100	33.8	35.1	31.1	70.3	79.3	77	N/A	N/A
Female	74	100	22.7	53	24.2	83.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	42	100	17.1	43.9	39	85.4	94.6	87.2	Yes	Yes
African American	89	100	35.1	44.6	20.3	70.3	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	23	100	27.3	40.9	31.8	81.8	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	20	100	N/AV	N/AV	N/AV	17.6	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	30	40	30	80	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	115	100	34.6	43.3	22.1	72.1	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	108	99.1	40	51.6	8.4	60	68.9	67.5
Gender								
Male	60	100	41.5	49.1	9.4	58.5	68.2	67
Female	48	97.9	38.1	54.8	7.1	61.9	69.6	68
Racial/Ethnic Group								
White	29	100	25	53.6	21.4	75	90.4	79.5
African American	61	100	N/AV	N/AV	N/AV	52	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	16	93.8	46.7	40	13.3	53.3	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	12	100	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	15	93.3	50	42.9	7.1	50	58.3	59.6
Socio-Economic Status								
Subsided meals	80	100	41.7	54.2	4.2	58.3	50.2	55.1

Social Studies								
All Students	109	99.1	28	59	13	72	76.8	72.3
Gender								
Male	62	98.4	31.6	50.9	17.5	68.4	75.3	71.5
Female	47	100	23.3	69.8	7	76.7	78.4	73.2
Racial/Ethnic Group								
White	26	100	20	56	24	80	91.5	80.7
African American	65	98.5	31.6	61.4	7	68.4	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	15	100	26.7	53.3	20	73.3	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	16.7	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	23.1	61.5	15.4	76.9	71.6	67.9
Socio-Economic Status								
Subsided meals	81	98.8	32	58.7	9.3	68	64	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	158	100	37.5	34.7	27.8	62.5	74.1	70.2	96.3	96
Gender										
Male	82	100	46.1	30.3	23.7	53.9	67.8	63.2	96.1	95.9
Female	76	100	27.9	39.7	32.4	72.1	80.6	77.5	96.6	96.1
Racial/Ethnic Group										
White	45	100	27.3	34.1	38.6	72.7	90.4	79.1	96.4	95.9
African American	86	100	37.8	35.1	27	62.2	59.2	57.6	96.1	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	96.5	97
Hispanic	24	100	56.5	30.4	13	43.5	61.1	62.6	96.9	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84	68.7	97.5	95.8
Disability Status										
Disabled	19	100	N/AV	N/AV	N/AV	5.6	29.6	26.1	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	22	100	61.9	28.6	9.5	38.1	60.2	61.2	97.3	96.5
Socio-Economic Status										
Subsidized meals	118	100	41.7	32.4	25.9	58.3	59.1	58.9	96.3	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	60	100	43.1	35.3	21.6	56.9
	4	59	100	27.3	41.8	30.9	72.7
	5	38	100	23.5	35.3	41.2	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	60	100	41.2	35.3	23.5	58.8
	4	59	100	21.8	50.9	27.3	78.2
	5	38	100	20.6	44.1	35.3	79.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	30	96.7	N/AV	N/AV	N/AV	33.3
	4	59	100	32.7	56.4	10.9	67.3
	5	19	100	25	62.5	12.5	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	30	96.7	40.7	40.7	18.5	59.3
	4	59	100	20	65.5	14.5	80
	5	20	100	N/AV	N/AV	N/AV	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	62	100	47.3	30.9	21.8	52.7
	4	59	100	36.4	40	23.6	63.6
	5	37	100	23.5	32.4	44.1	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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